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# Board Cover Memorandum

**To** Facilities Committee

**From** Kyla Johnson-Trammell, Superintendent  
Preston Thomas, Chief Systems & Services Officer  
Pranita Ranbhise, Director, Facilities Planning & Management

**Meeting Date** June 18, 2025

**Subject** Oakland Unified School District's 2025 Facilities Master Plan Initiative - Progress Updates.

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**Ask of the Committee** This item provides an update for discussion. No action is needed at this time.

**Background** The Board of Education approved a General Services Agreement between the District and Perkins Eastman Architects DPC, Oakland, CA, to produce a long-term Facilities Master Plan (FMP) that aligns with the Oakland Unified School District's planning priorities. This initiative will support the District's strategic goals and align the facilities planning process with key state, county, and city initiatives, as well as Board Policies.

The Facilities Master Plan, developed in accordance with Board Policy BP 7110, will outline the District's anticipated short- and long-term facilities needs, ensuring these align with the District's educational and strategic objectives.

**Discussion** Staff is presenting updates on the progress made so far on the development of the FMP. Our process has included robust engagement with various stakeholders and thorough analysis to inform the decisions that will drive the FMP. This memo highlights key findings, lessons learned from our engagement efforts, and the steps we will take next to refine the plan.

The session will focus on:

- Reviewing the current status of the FMP development process.
- Discussing key findings from community engagement efforts, including town halls and surveys.
- Identifying key priorities to be included in the FMP, such as safety, modernization, and the equitable distribution of resources.

- Exploring strategies for continued engagement with various stakeholders, including staff, students, families, and the broader community.

Our engagement efforts have included town halls, surveys, and meetings with students, staff, families, and community members. Facilities staff facilitated four town halls - two elementary, one middle, and one high school, along with several staff engagement and feedback sessions. Staff will additionally present preliminary findings from the data collection and assessments.

**Fiscal Impact**

Fund 21, Measure Y

**Attachment(s)**

Presentation on the 2025 Facilities Master Plan - Progress Updates.

# 2025 Facilities Master Plan

Facilities Committee Update

June 18, 2025

OUSD Facilities Planning & Management  
in Partnership with Perkins Eastman and Contigo  
Communications.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Agenda

1. Introduction
2. Project and process overview
3. What we've learned: Engagement
4. What we've learned: Analysis
5. Next Steps
6. Questions





# 1. Introduction

A group of young students are shown in graduation attire, including black gowns with white and black striped stoles. They are wearing medals with red, white, and blue ribbons. The students are standing outdoors in front of a light-colored building with a teal trim. The background features green trees and a clear blue sky. The text "1. Introduction" is overlaid on the left side of the image.

## Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

## Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



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# Facilities Mission Statement

We support whole student growth and success by planning, constructing, and maintaining facilities that are flexible, resilient, healthy, safe, and joyful.

These spaces maximize inclusion, collaboration, empower innovation, and inspire creativity, preparing our students to be college-, career-, and community-ready.



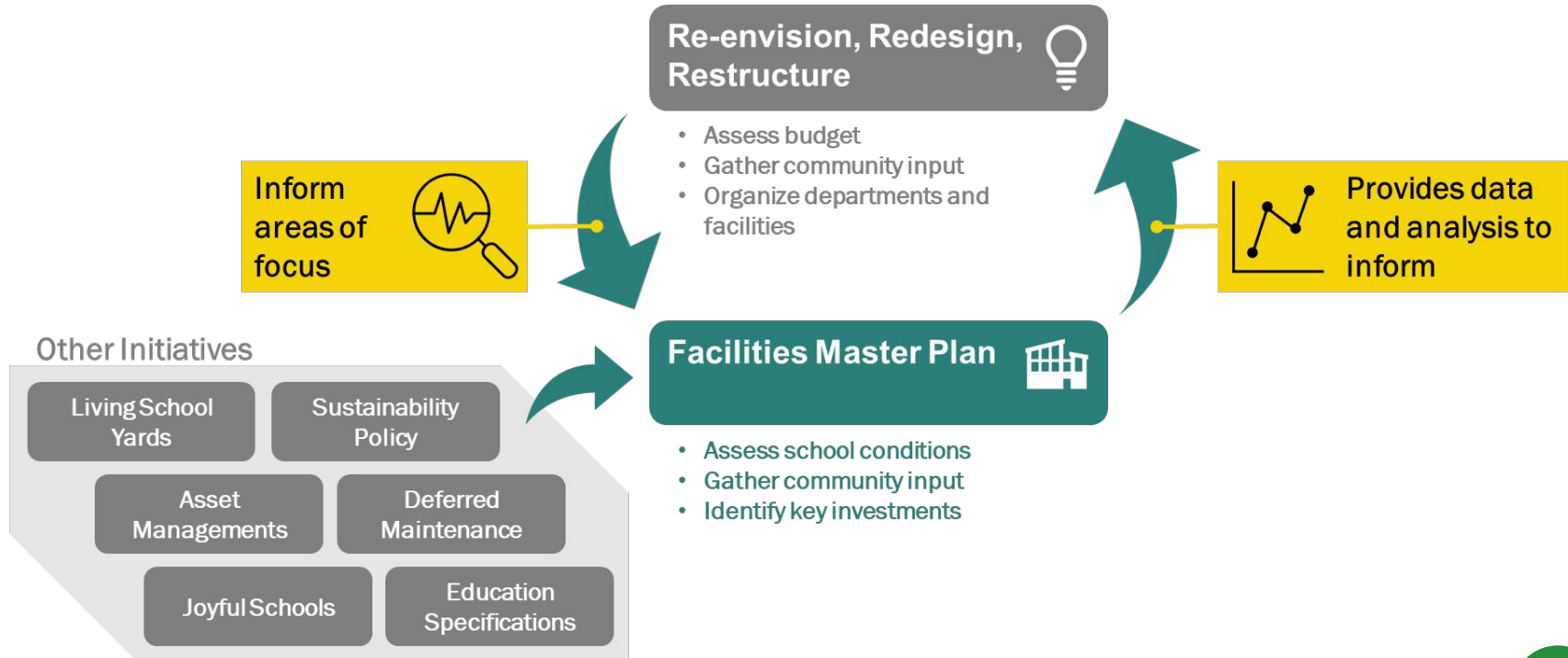


A woman with glasses and a black headband is smiling and looking at a young girl. The girl is wearing a white shirt with red stripes and black Mickey Mouse head silhouettes. They are sitting at a table with a large yellow sheet of paper in front of them. The background shows a classroom setting with a whiteboard and various supplies.

## 2. Project and Process Overview



# How does this plan align with other District initiatives?



# Forming a Holistic Understanding to Develop a Master Plan

## SCHOOLS

- Enrollment Analysis
- Building Conditions
- Educational Adequacy
- Space Utilization
- Program Distribution

## STUDENTS AND COMMUNITY

- Demographics
- Engage with students, staff, families and the community

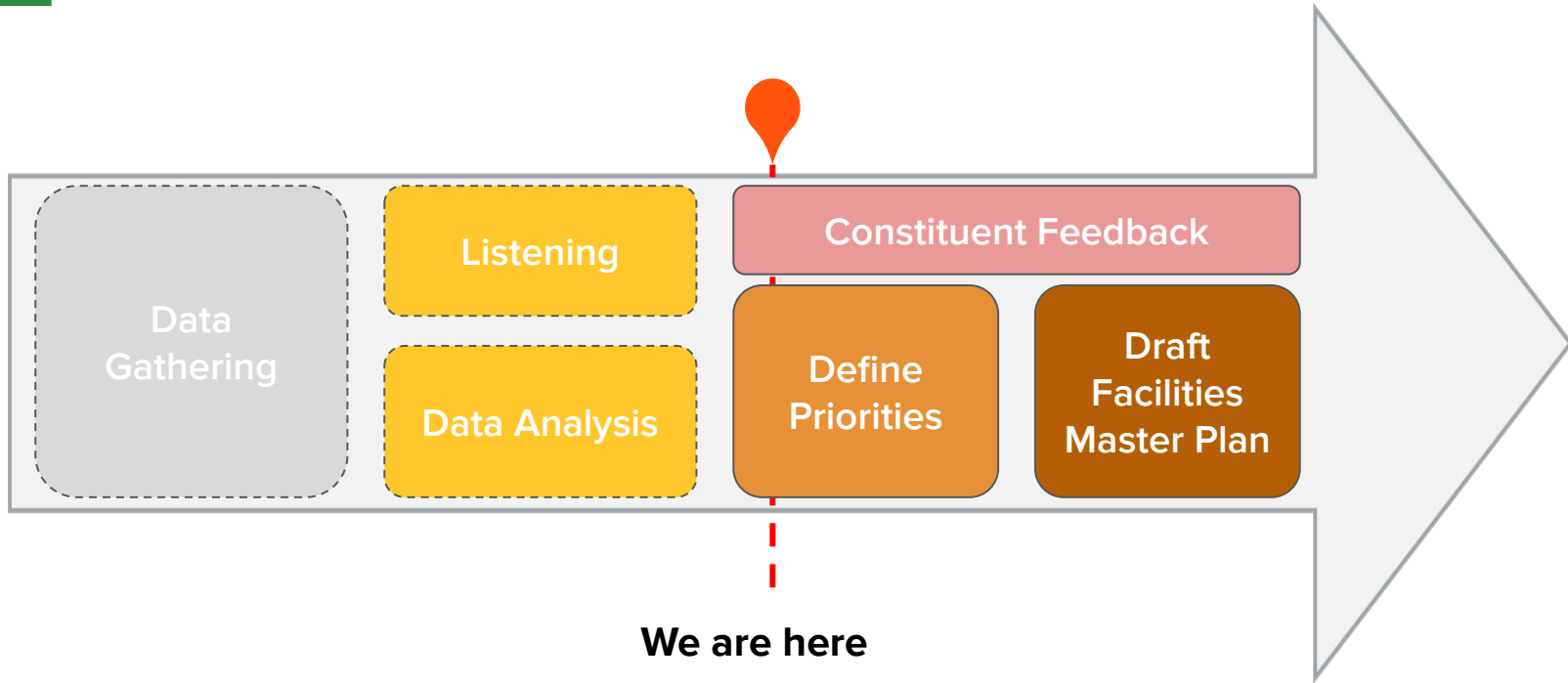
## DISTRICT

- Facility Ed Specs.  
Local Control and Accountability Plan(LCAP), Board Policies and Community Goals, District standards.


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# Project Timeline: *Where We Are*



**We are here**

A photograph of a group of diverse children outdoors. In the center, a young boy with short dark hair, wearing a dark blue jacket, is smiling broadly. To his right, a young girl with dark hair in braids, wearing a light blue shirt with pink lettering, is looking down. Other children are partially visible on the left and right edges. The background is slightly blurred, showing colorful geometric shapes. Overlaid on the image is the text '3. What we've learned: Engagement' in a large, white, sans-serif font.

### **3. What we've learned: Engagement**



# Engagement: Interview and workshops



## Interviews and workshops with District staff & constituents

- ☑ Senior Leadership Team
- ☑ Department Leadership
- ☑ Subject Matter Experts
- ☑ Facilities Committee (Board Directors)
- ☑ Measures B, J, and Y Independent Citizens' School Facilities Bond Oversight
- ☑ District-Staff Steering Committee

# What are the values we have heard so far?



**Equity and  
Transparency in  
Planning**



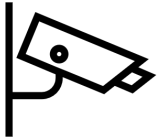
**Address persistent infrastructure  
issues through upgrades and  
maintenance planning**



**Create flexible,  
modern learning  
environments**



**Equitable upgrade of  
technology and digital  
Infrastructure**



**Improve Safety  
and Campus  
Accessibility**



**Position Schools as  
Community and  
Family Hubs**



**Support collaborative  
spaces for staff**



**Invest in School Sites to  
Support Enrollment Growth**

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# Engagement: Survey



**OUSD 2025 Facilities  
Masterplan: Feedback Form**

## **Outreach Strategies:**

- Direct Email Messaging
- Newsletter & ParentSquare Blasts
- Social Media Posts
- In Class & School Activities
- Tabling at Events
- School Outreach

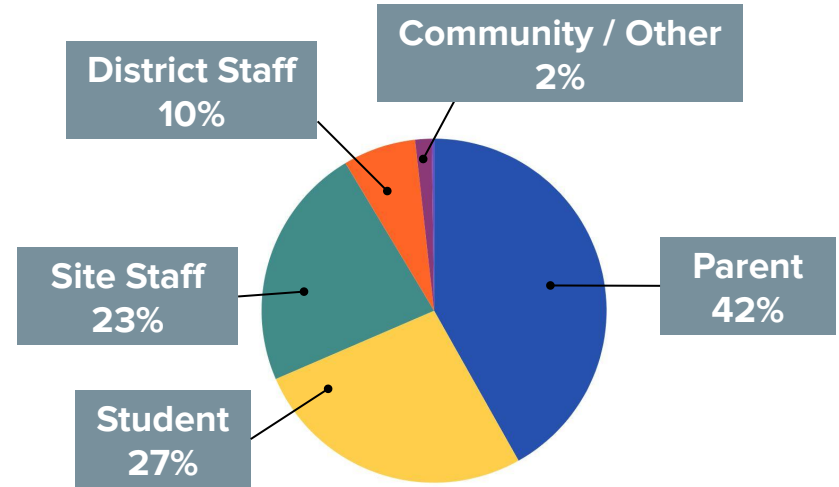
# Engagement: Survey

Data as of 06/09/2025

## Emerging Top Priorities:

- **Facility Condition**
- **HVAC**
- **Restrooms**
- **Outdoor Space**
- **Classroom Modernization**

## 461 Responses



**36%** Caucasian/White  
**17%** Asian  
**14%** African American  
**15%** Multiple or Other  
**9%** Latinx  
**9%** Did not disclose

**31** Elementary Schools  
**12** Middle Schools  
**6** High Schools

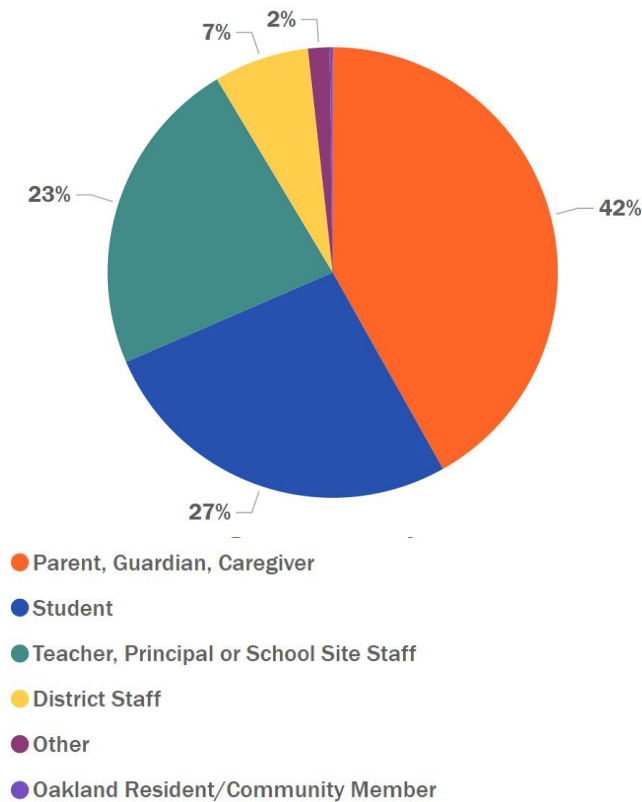
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# Engagement: Survey

Data as of 06/09/2025



## 461 Responses

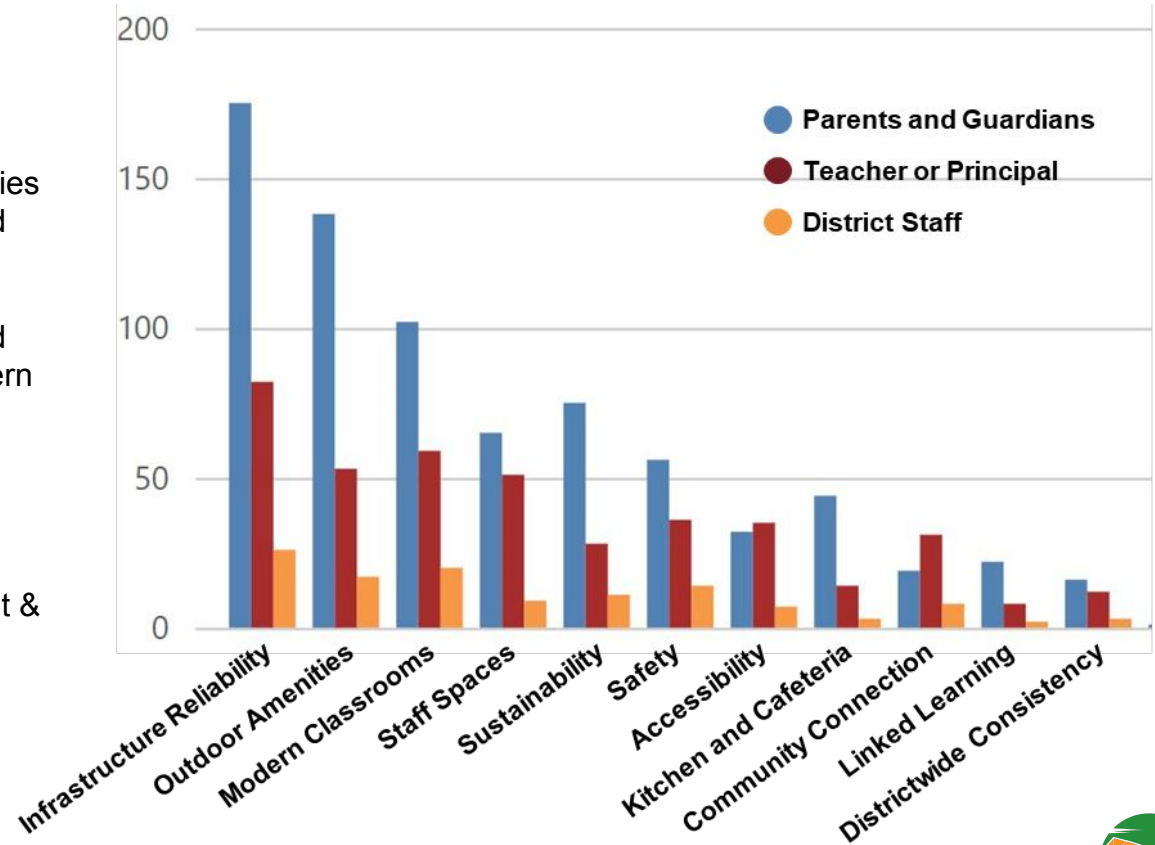
District 1	32.8%
District 2	9.4%
District 3	1.1%
District 4	31.1%
District 5	3.3%
District 6	16.74%
District 7	2.4%
Other	3.1%

# Engagement: Survey

## Top Priorities

Top Priorities to address in existing facilities relate to largest elements of current bond program:

- ¾ of the current bond goes toward Infrastructure Reliability and Modern Classrooms, including Linked Learning, which was a top priority identified by students.
- \$27 Million of the current bond program goes toward Outdoor Amenities (Turf Field Replacement & Maintenance + Living Schoolyard initiatives)



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# Engagement: Community Feedback

## Hybrid Meetings

*What are the top priorities for OUSD facilities to better support the whole child—including academic, emotional, and social development?*

*What program improvements could benefit your school community the most?*

### Locations:

- Elementary School
  - Sankofa United ES
  - East Oakland Pride ES
- Middle School
  - Elmhurst MS
- High School (Upcoming on 6/16)
  - Castlemont HS



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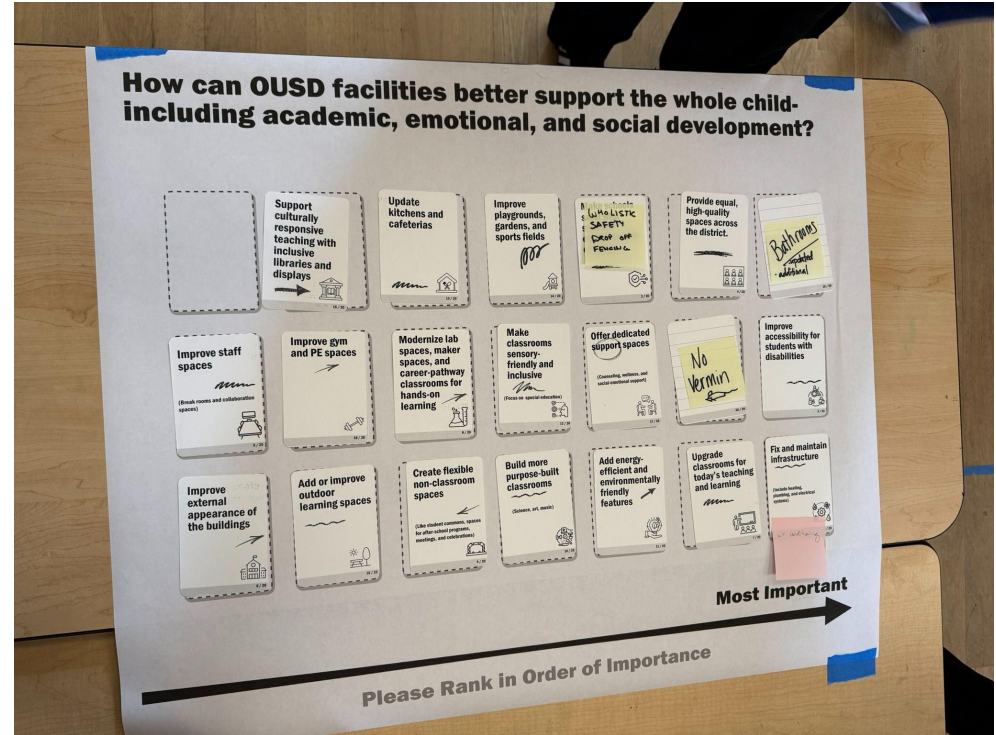
# Engagement: Community Feedback

## Elementary & Middle School Themes

### Key Priorities (Not Ranked)

- HVAC\*
- Accessibility
- Modernized Classrooms
- Safety
- Infrastructure
- Support Spaces

\*HVAC was ranked significantly higher than all other priorities.



# Engagement: Community Feedback

## Elementary & Middle School Themes

### Key Program Improvements

- Dedicated spaces for **Early childhood** programs
- Spaces dedicated to supporting **Visual and Performing Arts and Music**
- Spaces that support students with **special education needs**
- Spaces for additional **student support services**

**¿Qué mejoras en los programas podrían beneficiar más a su comunidad escolar? (Elija hasta tres)** 1

Para cada programa, considere tanto el espacio como la calidad de las instalaciones.

	Necesita más espacio	Necesita mejoras en las instalaciones
<b>Espacios dedicados a programas de Primera Infancia:</b> Aulas con baños, estructuras de juego adaptadas a la edad y entornos especializados para estudiantes jóvenes.	●	
<b>Aulas especializadas para apoyar la Educación Técnica Profesional (Aprendizaje Vinculado):</b> Espacios diseñados para la formación vocacional y técnica (p.ej., talleres, laboratorios, aulas de tecnología).		
<b>Programación deportiva:</b> Gimnasios, campos deportivos, salas de pesas o centros de acondicionamiento físico que apoyen la educación física y los deportes extracurriculares.	● ● ●	●
<b>Aulas diseñadas específicamente para apoyar la ciencia, la tecnología, la ingeniería y las matemáticas (STEM):</b> Laboratorios, aulas de tecnología y espacios equipados con herramientas y tecnología para el aprendizaje STEM.	● ●	

**What program improvements could benefit your school community the most? (Choose up to three)** 2

For each program, consider both space and facility quality.

	Needs more space	Needs facility improvements
<b>Spaces dedicated to supporting Visual and Performing Arts and Music:</b> Classroom studios, and performance spaces for arts programs (e.g., dance, theater, music, visual arts).	● ●	● ● <i>Need to have a dedicated space for Visual and Performing Arts.</i>
<b>Spaces for After School Learning Opportunities:</b> Dedicated rooms or areas for after-school enrichment, tutoring, and extracurricular activities.		
<b>Spaces that support students with special education needs:</b> Fully accessible facilities, including classrooms, integrated into the school program for a seamless learning experience for students with disabilities.	● ● ● ● <i>Need to have a dedicated space for students with special education needs.</i>	●
<b>Spaces for additional student support services:</b> Areas for intervention, tutoring, counseling, wellness programs, and newcomer support.	● ● ● ● ●	

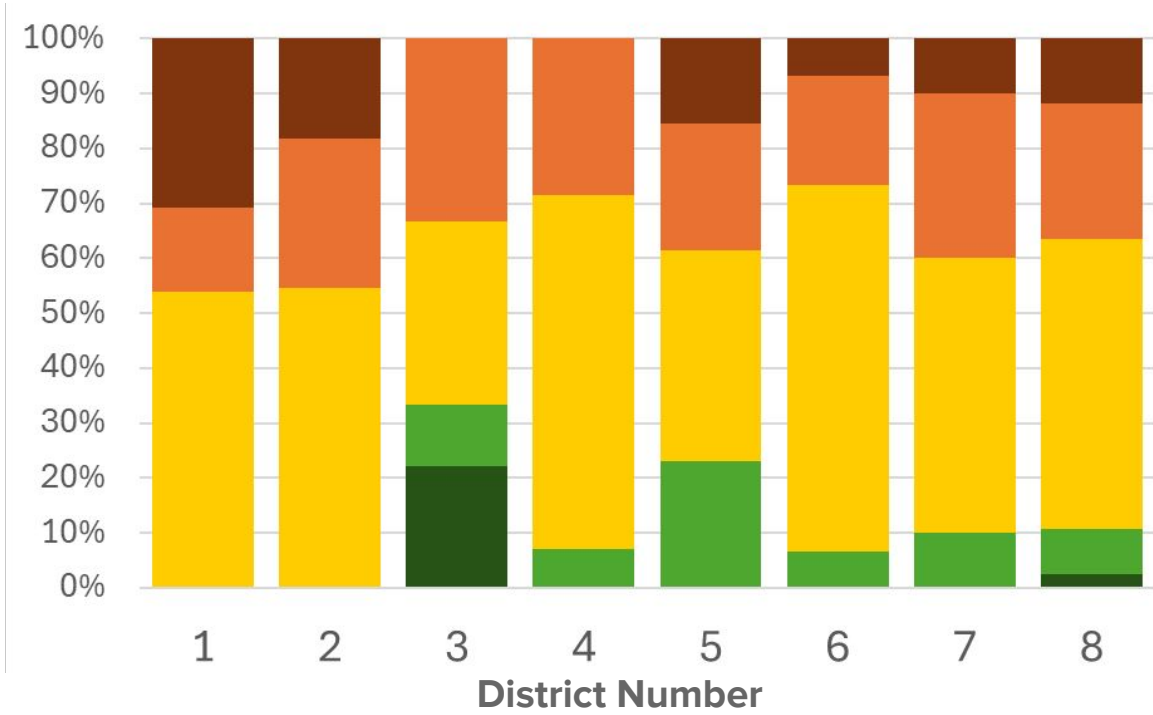




# 5. What we've learned: Assessment

# What we have learned: *Preliminary Building Condition*

Based on preliminary assessment, about 36% of OUSD facilities are “Poor” or “Deficient”



**Why is this important?**

Older buildings are not always suitable for modern learning and are costly to maintain. This approach ensures investment decisions are **equitable, data-driven, and defensible**. This prioritizes facilities based on clear, **objective analysis**.

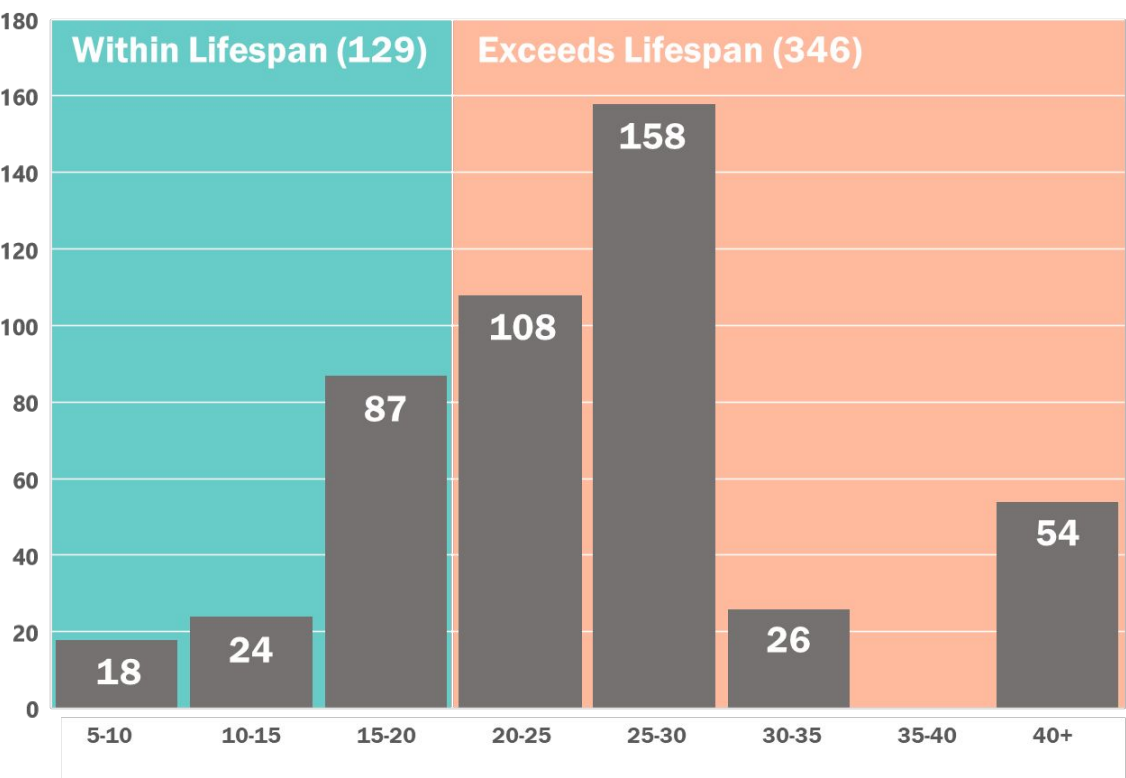
Note:  
1. Data from site assessments conducted from December 2024 - May 2025

■ Excellent ■ Good ■ Fair ■ Poor ■ Deficient



# What we have learned: *Portables*

The District has a significant number of very old portables



1. SY23-24 District inventory of portables

## Why is this important?

As portables approach their end of useful life, it is critical to have a replacement plan or due, or the district will absorb significant maintenance costs.

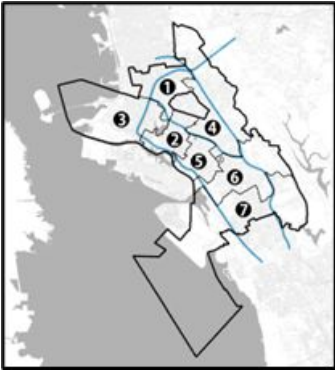
Lifecycle of portables

# What we have learned: Equitable Facilities

Need for Equitable Investments Across District in areas that extend beyond the classroom walls, especially for Athletics

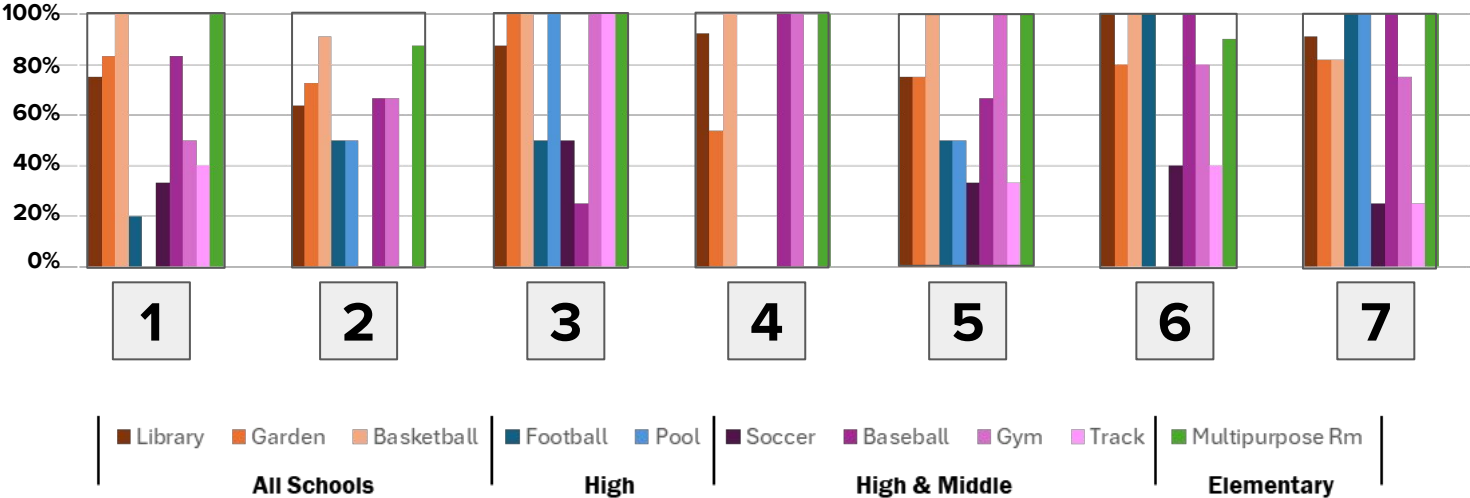
**Why is this important?**

Geographic distribution of programs will help OUSD ensure there is equitable access to programs now and in the future



District

Current Program Space Provision



Note:  
1. SY23-24 District inventory of facilities



# What we have learned: *Educational Adequacy*



## Presence

Evaluates how the building and grounds present themselves to the community



## Safety & Security

Assesses school's safety and security measures



## Community

Assesses the facility design's ability to foster relationships and a sense of community within the school and the surrounding community.



## Organization

Evaluates the general positioning of spaces within the school



## Instructional Space

Assesses classrooms, science labs, and art studios etc.



## Environmental Quality

Assesses environmental factors, including acoustics, daylighting, thermal comfort, and indoor air quality.



## Assembly

Assesses the quality of assembly spaces, including auditoria and dining areas



## Extended Learning

Assesses extended learning spaces—informal indoor and outdoor spaces that supplement more formal spaces

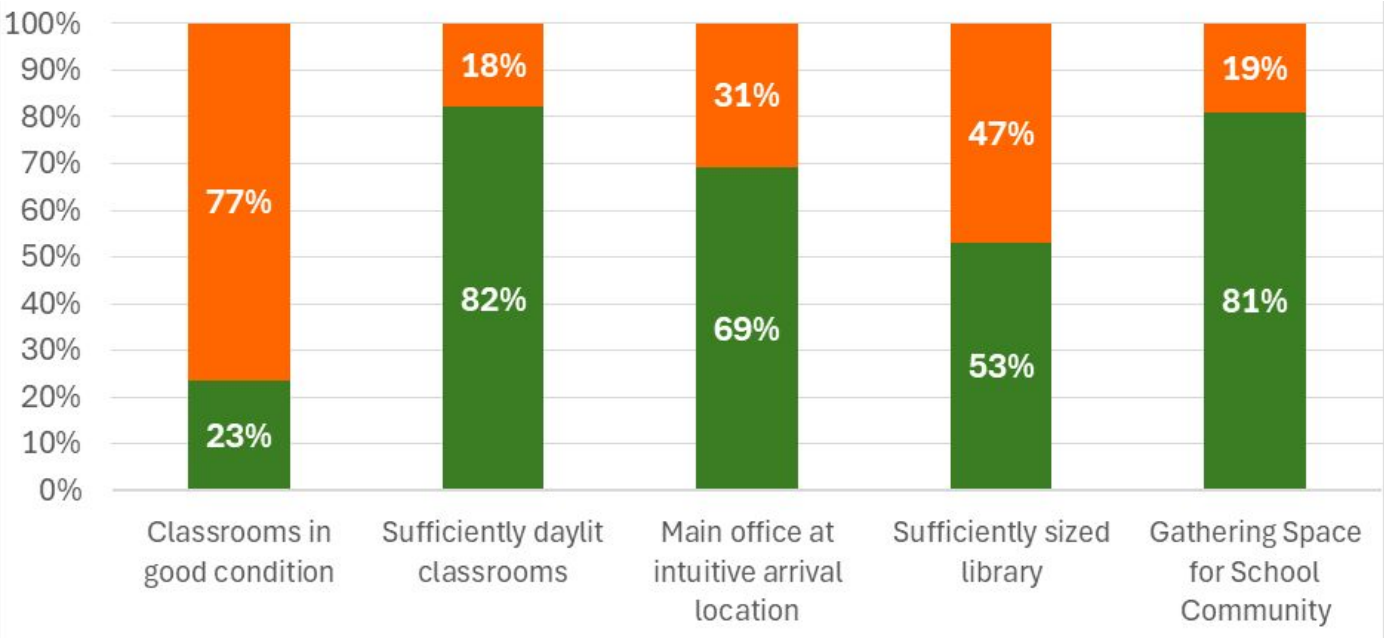
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# What we have learned: Educational Adequacy (EA)

Students have inconsistent access to high quality learning environments

Educational Adequacy



## Why is this important?

A holistic evaluation of school must assess how all spaces on a campus supports students, staff and the community.

This will help identify schools of need based on consistent and standardized criteria.

Note:  
1. Data from site assessments conducted from December 2024 - May 2025

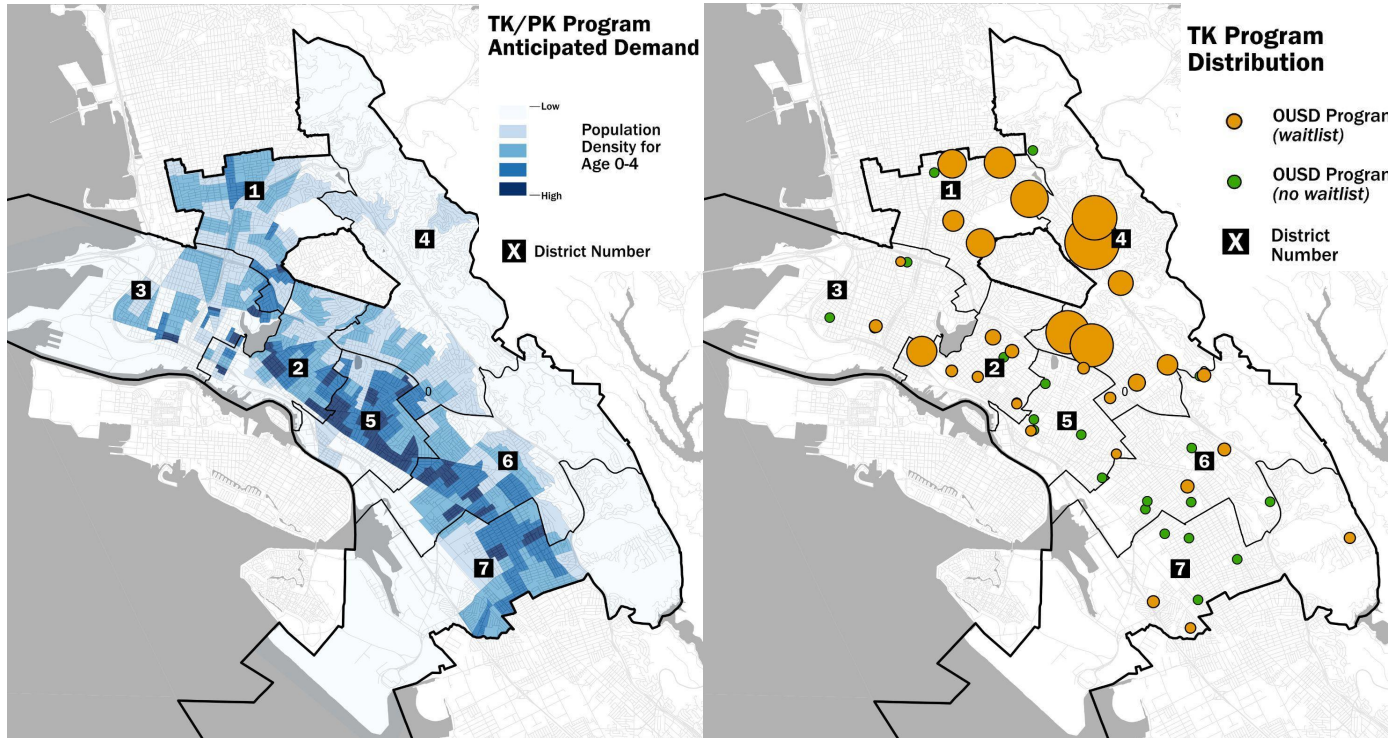
Yes No

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# Planning for the Future: *Early Childhood Education (ECE)*

The District needs additional capacity for Transitional Kindergarten (TK) for future OUSD Families



Note:

1. US Census Data, 2020 Decennial Census
2. SY24-25 TK Waitlist

## Why is this important?

Families who are able to enroll their children in OUSD for Early Childhood Education are more likely to stay with the District boosting enrollment.

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# Next Steps



# Next Steps

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- Continue engagement efforts through summer school program and in-class student engagement activities, staff professional development days, steering committee meetings, and survey outreach.
- Engage with principals, Parent and Student Advisory Committee (PSAC), All-City Council (ACC), Community Advisory Committee (CAC).
- Align priorities in the facilities master plan based on engagement and feedback from key constituents.
- Finalize and refine analysis.
- Present updates and a roadmap for additional engagement activities during the August Committee meetings.

# THANK YOU

## Any Questions?

Additionally, for more information, please reach out:

Preston Thomas  
Chief Systems and Services Officer

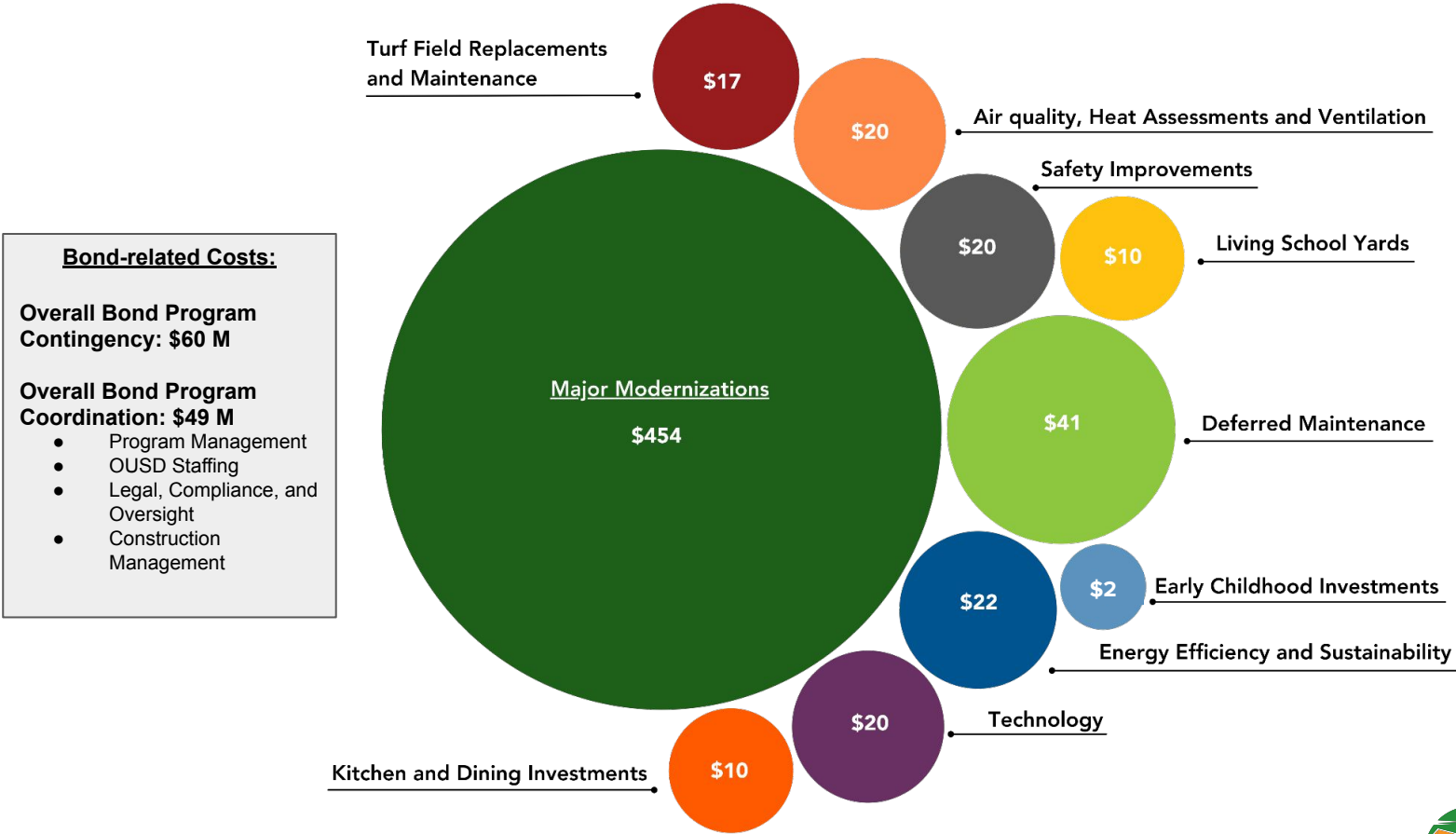
Pranita Ranbhise  
Director of Facilities Planning & Management





# APPENDIX

# Major Initiatives Within the Bond Program (in Millions)



**Notes:**

1. Budget investments as of February 2025.
2. All values in Millions of Dollars, rounded down to the nearest whole number.
3. Early Childhood Investments is funded by Measure AA.

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# What is a Facilities Master Plan?

## 1. **Modernizations & Improvements**

Modernizing aging facilities and improving deficient buildings (ADA, Seismic, indoor environmental quality, etc)

## 2. **Alignment of Physical Space & Program**

Constructing or modifying buildings to align with demographic enrollment projections, pedagogy, program and school community needs

## 3. **Optimize Operations**

Investing in facilities to improve operations, such as food systems, energy efficiency, and or transportation

# Why do we need a Facilities Master Plan?

- Guide capital fund allocation to improve educational facilities
- Align building portfolio with broader vision of the District
- Previous plan was used to successfully secure local bond funding (Measure Y) and supported state bond applications
- Recently passed State law requires districts to submit a board-approved 5-year facilities master plan to participate in the School Facility Program

The screenshot shows the top of a website titled "2024 VOTER GUIDE". Navigation links include "Propositions", "U.S. Senate", "U.S. House", "State Senate", "State Assembly", "Voting FAQ", and "Ballot Search". The main heading is "Borrow \$10 billion to build schools, colleges" for "PROP 2". Below this is a "JUMP TO SECTION" area with buttons for "What would it do?", "Why is it on the ballot?", "For & Against", "Watch 1-minute video", "Funders", and "Related News". A section titled "What did voters decide?" shows the results for "2024 CALIF. 2 - ISSUE PUBLIC EDUCATION BONDS GENERAL BALLOT MEASURE". The results table indicates a "Yes" win with 8,820,842 votes (58.7%) and a "No" result with 6,207,390 votes (41.3%). The page is dated "Updated Dec 16, 2024, 9:03 AM". At the bottom, there is a photo of a school building and a headline: "Voters agree to fix up California schools. \$10 billion construction bond passes" dated "NOVEMBER 5, 2024".

2024 VOTER GUIDE

Propositions U.S. Senate U.S. House State Senate State Assembly Voting FAQ Ballot Search

◀ PROP 36 PROP 2 PROP 3 ▶

**Borrow \$10 billion to build schools, colleges**

JUMP TO SECTION

What would it do? Why is it on the ballot? For & Against

Watch 1-minute video Funders Related News

**What did voters decide?**

2024 CALIF. 2 - ISSUE PUBLIC EDUCATION BONDS GENERAL BALLOT MEASURE

AP certified results

Yes wins. AP race call at 5:45 p.m. on Nov. 6, 2024.

CANDIDATE	VOTES	PCT.
✓ Yes	8,820,842	58.7%
No	6,207,390	41.3%

Updated Dec 16, 2024, 9:03 AM

**Voters agree to fix up California schools. \$10 billion construction bond passes**

NOVEMBER 5, 2024

# Overview of the Approach to Develop a Master Plan

1. Facility Assessments
  - a. Educational Adequacy
  - b. Facility Conditions
  - c. Capacity
2. Enrollment Analysis
3. Program Distribution Analysis
4. Facility Ed Specs Integrated with LCAP, BP's, AR's and Community Goals
5. Engage with students, staff, families and the community throughout the development of the Plan